**Instruction Commentary Jessica Forgety**

Write the Instruction Commentary (**no more than 6 single-spaced pages, including prompts**) by providing your response to each of the prompts below.

**3. Engaging Students in Learning** Refer to examples from the clip(s) in your explanations.

1. Explain how your instruction engaged students in developing an essential literacy strategy and requisite skills.

Through the lesson, sequencing and re-telling was reinforced and re-used in a couple different yet appropriate situations. The students connected these skills with literature and natural life. The connections between re-telling daily events, morning routines, and text based stories helped reinforce the sequential order of the life cycle of the pumpkin. The life cycle of the pumpkin reinforced the fact that some things have to go in order to come into exsistance.

1. Describe how your instruction linked students’ prior academic learning and personal, cultural, and community assets with new learning.

Most of these students have previously carved pumpkins and are familiar with what the seeds look like. During instruction, probing questions were asked to help students recall prior learning. Because of local rural landmarks, many of the students may be familiar with what a growing patch of pumpkins looks like. Even if they are not, they are going on a field trip to a pumpkin patch two weeks after the lesson. The students will be asked to look for signs of the cycle while at the pumpkin patch.

**4. Deepening Student Learning during Instruction**

Refer to examples from the clip(s) in your explanations.

1. Explain how you elicited student responses to promote thinking and apply the literacy strategy using requisite skills to comprehend or compose text.

Through discourse students were asked to explain their thinking. They were asked questions to deepen higher order thinking, such as “What happens when the pumpkin sits on the ground outside for a long time? How could the seeds get back into the ground? What would occur if the seeds went back into the ground?” Students are asked to retell events, and share those re-tellings with partners.

1. Explain how you supported students to apply the literacy strategy in a meaning-based context.

The strategy becomes meaningful when the students were able to connect that re-telling real life events in order, is just as important as telling a story in sequential order and vice versa. The student’s new knowledge of the word *cycle* helps them recall the fact that certain things must go in a cycling order. Students used this knowledge as they explored the various stages of pumpkins at the pumpkin farm. They were able to re-call the drawings they created in their journals, and could even name the previous or next stage of the cycle.